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ABSTRACT

Noting that all parents want the best school experience for their children, this booklet, presented in both English and Spanish, offers parents specific strategies to provide their children a good foundation for beginning reading. The guide first answers the question, "How Can I Help My Child Be Ready To Read and Ready To Learn?" with emergent literacy suggestions such as reading aloud each day, modeling that reading is important, and limiting television viewing. The guide next offers criteria for evaluating the school-age child's school reading program, including: whether children are appropriately evaluated, whether the program makes connections between reading and writing, and whether the program includes both silent reading and reading aloud. These criteria are followed by simple strategies for creating strong readers, such as reading the child's favorite book over and over again, reading many stories with rhyming words and lines that repeat, and discussing new words. The guide then outlines five essential components of reading: (1) phonemic awareness; (2) phonics; (3) reading fluency; (4) vocabulary development; and (5) reading comprehension strategies. A sheet for writing down a reading plan is included. Information on the U.S. Department of Education's Partnership for Family Involvement in Education concludes the guide. (HTH)

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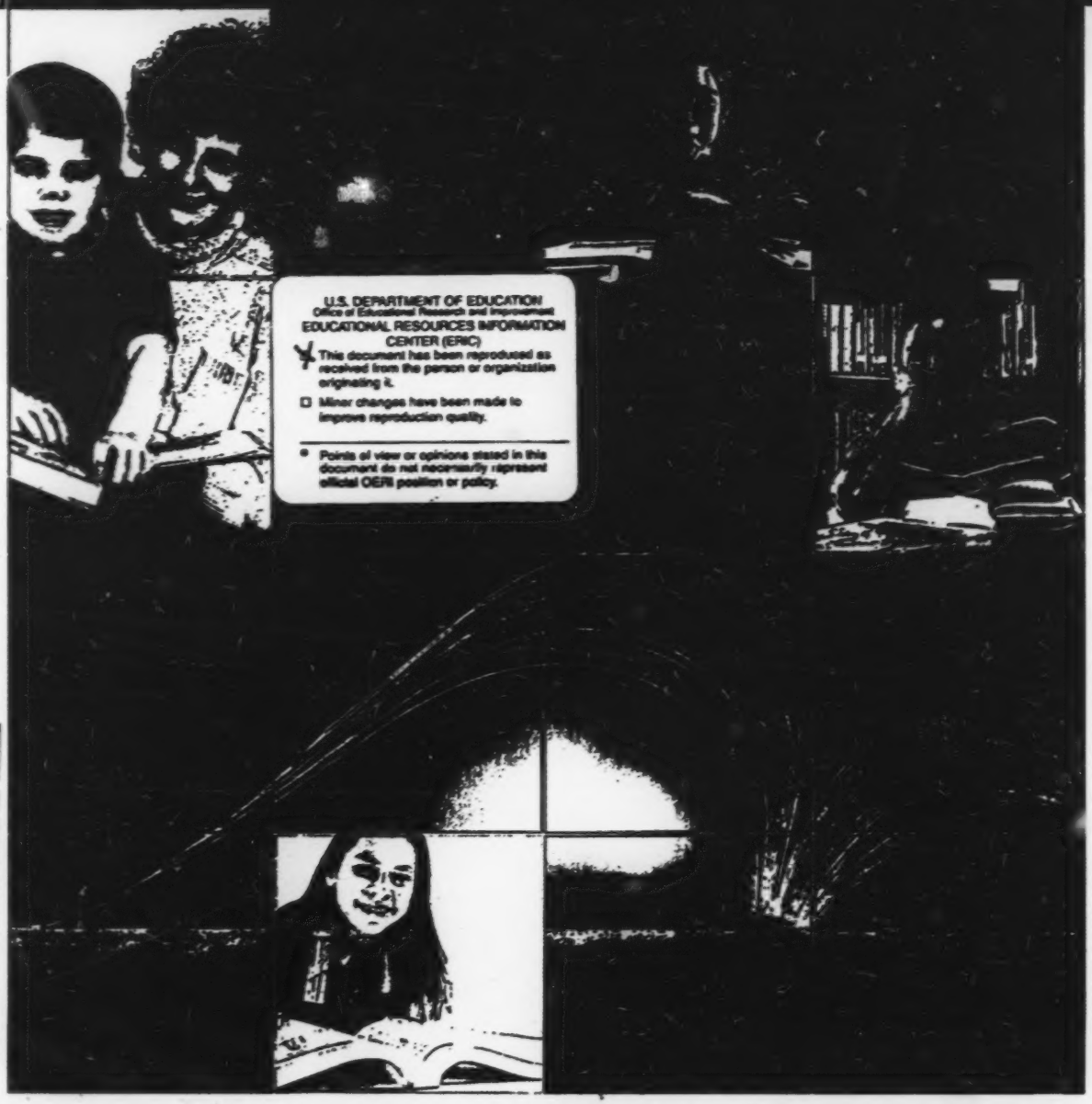
Reading Tips for Parents

Consejos prácticos de lectura para los padres

ED 457 991



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PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION • U.S. DEPARTMENT OF EDUCATION

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September 2001

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How Can I Help My Child Be Ready to Read and Ready to Learn?

1. Talk to your infant and toddler to help him learn to speak and understand the meaning of words. Point to objects that are near and describe them as you play and do daily activities together. Having a large vocabulary gives a child a great start when he enters school.
2. Read to your baby every day starting at six months of age. Reading and playing with books is a wonderful way to spend special time with her. Hearing words over and over helps her become familiar with them. Reading to your baby is one of the best ways to help her learn.
3. Use sounds, songs, gestures and words that rhyme to help your baby learn about language and its many uses. Babies need to hear language from a human being. Television is just noise to a baby.
4. Point out the printed words in your home and other places you take your child such as the grocery store. Spend as much time listening to your child as you do talking to him.
5. Take children's books and writing materials with you whenever you leave home. This gives your child fun activities to entertain and occupy him while traveling and going to the doctor's office or other appointments.
6. Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them.
7. Help your child see that reading is important. Set a good example for your child by reading books, newspapers and magazines.
8. Limit the amount and type of television you and your child watch. Better yet, turn off the television and spend more time cuddling and reading books with your child. The time and attention you give your child has many benefits beyond helping him be ready for success in school.
9. Reach out to libraries and community and faith-based organizations. These organizations can:
   - Help you find age-appropriate books to use at home with your child;
   - Show you creative ways to use books with your child and other tips to help her learn; and
   - Provide year-round children's reading and educational activities.

For more information visit http://pfie.ed.gov or call 1-800-USA-LEARN

How Do I Know a Good Early Reading Program When I See One?

1. Every teacher is excited about reading and promotes the value and fun of reading to students.
2. All students are carefully evaluated, beginning in Kindergarten, to see what they know and what they need to become good readers.
3. Reading instruction and practice lasts 90 minutes or more a day in first, second and third grades and 60 minutes a day in Kindergarten.
4. All students in first, second and third grades who are behind in reading get special instruction and practice. These students receive, throughout the day, a total of 60 extra minutes of instruction.
5. Before- or after-school help is given to all students beyond first grade who need extra instruction or who need to review skills. Summer school is available for students who are behind at the end of the year.
6. Reading instruction and practice includes work on letters, sounds and blending sounds. Students learn to blend letters and sounds to form new words.
7. Learning new words and their meaning is an important part of instruction.
8. Students have daily spelling practice and weekly spelling tests.
9. The connection between reading and writing is taught on a daily basis. Students write daily. Papers are corrected and returned to the students. By the end of second grade, students write final copies of corrected papers. Corrected papers are sent home for parents to see.
10. All students are read to each day from different kinds of books. Students discuss what they read with teachers and other students.
11. All students have a chance to read both silently and aloud in school each day and at home every night.
12. Every classroom has a library of books that children want to read. This includes easy books and books that are more difficult.
13. The school library is used often and has many books. Students may check books out during the summer and over holidays.

For more information visit http://pfie.ed.gov or call 1-800-USA-LEARN

Simple Strategies for Creating Strong Readers

Without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers.

Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

1. Invite a child to read with you every day.
2. When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
3. Read a child's favorite book over and over again.
4. Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
5. Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
6. Stop and ask about the pictures and about what is happening in the story.
7. Read from a variety of children's books, including fairy tales, song books, poems, and information books.

Reading well is at the heart of all learning. Children who can't read well, can't learn. Help make a difference for a child.

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The Five Essential Components of Reading

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read. Adults can help children learn to be good readers by systematically practicing these five components:

1. Recognizing and using individual sounds to create words, or **phonemic awareness.** Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.
2. Understanding the relationships between written letters and spoken sounds, or **phonics.** Children need to be taught the sounds individual printed letters and groups of letters make. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.
3. Developing the ability to read a text accurately and quickly, or **reading fluency.** Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.
4. Learning the meaning and pronunciation of words, or **vocabulary development.** Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.
5. Acquiring strategies to understand, remember and communicate what is read, or **reading comprehension strategies.** Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

For more information visit http://pfie.ed.gov or call 1-800-USA-LEARN

My Reading Plan

Mi plan de lectura

Como Los Padres Pueden Preparar A Sus Hijos A Leer Y Aprender Desde La Infancia

1. Platique con sus hijos desde pequeños para que aprendan a hablar y a entender los significados de las palabras. Muéstreles y explíqueles los distintos objetos que encuentre mientras juegan y hacen sus quehaceres. Un amplio vocabulario les dará a sus hijos una gran ventaja al empezar la escuela.
2. Léale a sus hijos todos los días desde que cumplan seis meses. Leer y jugar con libros es una manera muy especial de convivir con ellos. Cada vez que escuchan las mismas palabras, ellos se familiarizan cada vez más con esas palabras. La lectura es una de las maneras más eficientes para que aprendan.
3. Use sonidos, canciones, gestos y palabras que rimen para que sus hijos aprendan sobre el lenguaje y las distintas maneras que se utilizan las palabras. Los bebés necesitan escuchar el idioma en vivo de una persona. Para ellos los sonidos en la televisión son sólo ruido.
4. Muéstreles y léales las distintas palabras impresas dentro de su casa y en los distintos lugares a donde lleva a sus hijos, como las tiendas, por ejemplo. Es importante que invierta el mismo tiempo escuchando a sus hijos que hablando con ellos.
5. Procure llevarse libros y libretas de niños para escribir cuando salga de casa. Así sus hijos se ocupan y se entretienen mientras viajan, en el consultorio del médico, o en otras citas que usted tenga.
6. Establezca un sitio tranquilo en su casa donde sus hijos puedan leer, escribir y dibujar. Ponga libros y otros textos a su alcance.
7. Incúlquele a sus hijos la importancia de saber leer. Ponga el ejemplo leyendo libros, periódicos y revistas.
8. Reduzca la cantidad de televisión y los programas que vean en casa. Lo mejor sería apagar la televisión por completo y pasar más tiempo mimándolos y leyéndoles. El tiempo y la atención que le dedique a sus hijos no sólo les beneficiara en la escuela si no también para toda la vida.
9. Intégrese a los programas que ofrece su biblioteca, su comunidad y su iglesia. Estos programas pueden:
   - Ofrecerle libros y otras lecturas propias para la edad de su hijo que pueda utilizar en casa.
   - Enseñarle formas divertidas de usar los libros y ayudarle en la enseñanza de sus hijos.
   - Ofrecerle lecturas y otros programas educativos para sus hijos durante el año.

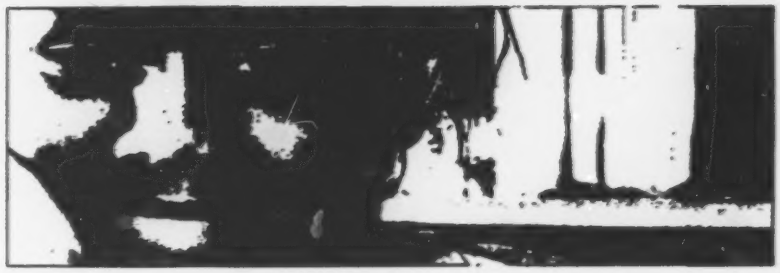
Para obtener mayor información visite http://pfie.ed.gov o llame al 1-800-USA-LEARN

¿Cómo puedo reconocer un buen programa de lectura para la primera enseñanza?

1. Cada maestro muestra entusiasmo sobre la lectura y promueve el valor y la diversión de la lectura a los estudiantes.
2. Comenzando en el kindergarten, todos los estudiantes son evaluados cuidadosamente para averiguar qué es lo que saben y qué necesitan para llegar a ser buenos lectores.
3. La enseñanza y práctica de la lectura duran 90 minutos o más al día para estudiantes del primer, segundo y tercer grado, y 60 minutos al día para estudiantes de kindergarten.
4. Todos los estudiantes en el primer, segundo, y tercer grado que estén atrasados en la lectura reciben instrucción especial y práctica. Estos estudiantes reciben a lo largo del día un total de 60 minutos adicionales de instrucción.
5. Se les da ayuda antes y después de las horas de clase a todos los estudiantes más allá del primer grado que necesiten instrucción adicional o repasar técnicas para la lectura. Se ofrece escuela de verano para los estudiantes que han quedado rezagados al finalizar el año.
6. La enseñanza y práctica de lectura incluyen instrucción sobre las letras, sonidos, y la combinación de sonidos. Los estudiantes aprenden a combinar letras y sonidos para formar nuevas palabras.
7. Aprender nuevas palabras y sus significados es una parte importante de la instrucción.
8. Los estudiantes practican a diario la ortografía y tienen exámenes semanales de ortografía.
9. La conexión entre la lectura y la escritura se enseña a diario. Los estudiantes escriben a diario. El trabajo de los estudiantes es corregido y regresado a los estudiantes. Hacia el final del segundo grado los estudiantes escriben una versión final de las composiciones corregidas. El trabajo corregido se envía a los padres.
10. Se les lee diferentes clases de libros diariamente a los estudiantes. Los estudiantes hablan sobre lo que han leído con los maestros y los demás estudiantes.
11. Todos los estudiantes tienen la oportunidad de leer en silencio y en voz alta a diario en la escuela y en casa todas las noches.
12. Todas las aulas están equipadas con una colección de libros que los estudiantes quieren leer. Esto incluye libros fáciles de leer y libros que son más difíciles.
13. La biblioteca de la escuela se usa con frecuencia y contiene muchos libros. Los estudiantes pueden sacar libros prestados durante el verano y los días feriados.

Para obtener mayor información visite http://pfie.ed.gov o llame al 1-800-USA-LEARN

¡Lea con los niños, porque tiene un efecto positivo!



Sin lugar a dudas, leer con los niños contribuye al éxito de la alfabetización a temprana edad. Poner en práctica algunas estrategias sencillas hará un gran aporte que ayudará a los niños a convertirse en buenos lectores y escritores.

Leyendo en voz alta a los niños, proporcionándoles materiales impresos, y promoviendo actitudes positivas sobre la lectura y la escritura, usted puede tener un gran impacto en la alfabetización y el aprendizaje de ellos.

Consejos eficaces

1. Invite a un niño a leer con usted todos los días.
2. Cuando usted lee un libro con letras grandes, señale con el dedo a cada una de las palabras, una tras otra, a medida que va leyendo. Esto le ayudará al niño a aprender que se lee desde la izquierda hacia la derecha y a comprender que la palabra que él o ella dice es la misma palabra que ve.
3. Lea el libro preferido del niño una y otra vez.
4. Lea muchas historias con palabras que riman y líneas que se repiten. Invite al niño a decir estos pasajes junto con usted. Señale a las palabras con el dedo, una tras otra, a medida que él o ella va leyendo junto con usted.
5. Comente las nuevas palabras. Por ejemplo, "Esta casa grande se llama palacio. ¿Quién crees que vive en un palacio?"
6. Pare y haga preguntas sobre los dibujos y lo que está sucediendo en la historia.
7. Lea de diversos tipos de libros infantiles, incluyendo cuentos de hadas, cancioneros, poesías, y libros informativos.

Leer bien es la base de todo aprendizaje. Los niños que no saben leer bien, no saben aprender. Ayude a tener un efecto positivo en la vida de un niño.

Para obtener mayor información visite http://pfie.ed.gov o llame al 1-800-USA-LEARN

Los cinco componèntes esenciales de la lectura

Leer con los niños y ayudarles a practicar los componentes específicos de la lectura puede mejorar considerablemente su capacidad de leer. La investigación científica muestra que existen cinco componentes esenciales de la lectura que deben enseñarse a los niños para que puedan aprender a leer. Los adultos pueden ayudarles a los niños a aprender a leer bien practicando con ellos sistemáticamente estos cinco componentes:

1. Reconocer y usar sonidos individuales para crear las palabras, es decir, el **conocimiento fonémico.** Los niños necesitan que se les enseñe a oír los sonidos en las palabras y que las palabras están compuestas de los más pequeños elementos de sonido, es decir, los fonemas.

2. Comprender las relaciones entre las letras escritas y los sonidos hablados, es decir, **la fonética elemental.** Los niños necesitan que se les enseñe los sonidos que hacen las letras impresas individualmente y en grupo. Conocer las relaciones entre las letras y los sonidos ayuda a los niños a reconocer palabras familiares de manera exacta y automática, y a "descifrar" o "descodificar" nuevas palabras.

3. Desarrollar la capacidad de leer un texto con exactitud y rapidez, es decir, **la fluidez o soltura en la lectura.** Los niños deben aprender a leer las palabras rápida y correctamente para poder entender lo que se está leyendo. Cuando los niños saben leer con soltura y en silencio, reconocen las palabras automáticamente. Cuando los niños saben leer con soltura y leen en voz alta, leen sin hacer el menor esfuerzo y lo hacen con gran expresión. Los niños deficientes en la lectura leen despacio, palabra por palabra, concentrándose más bien en descifrar las palabras en vez de concentrarse en comprender el significado.

4. Aprender el significado y la pronunciación de las palabras, es decir, **el desarrollo de vocabulario.** Los niños necesitan formar y ampliar activamente sus conocimientos de las palabras escritas y habladas, lo que éstas significan y cómo las mismas se usan.

5. Adquirir estrategias para entender, recordar y comunicar lo que se lee, es decir, **las estrategias de comprensión de la lectura.** Los niños necesitan que se les enseñe estrategias de comprensión, o sea, el método que los buenos lectores utilizan para estar seguros de que entendieron el texto. Los estudiantes que logran dominar la comprensión de la lectura, se transforman en lectores aplicados y activos.

Para obtener mayor información visite http://pfie.ed.gov o llame al 1-800-USA-LEARN

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

What We Do

The Partnership's Mission:

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

Who We Are

We are thousands of partners joined together in a growing grassroots movement to support student learning according to high standards. We come from families, schools, and a variety of businesses, communities and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

The Benefits of Joining

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state and national levels.

Local Activities of Partners

At the local level, partners support efforts to:

- Strengthen family-school partnerships through good communication, accountability and mutual responsibility for children's learning;
- Adopt family- and student-friendly business practices;
- Provide before- and after-school learning activities that can also keep children safe and drug-free;
- Make effective use of facilities—schools, community buildings, churches—for children and families; and
- Give parents the resources, training and information they need to help children learn, and teachers and principals the tools they need to engage families.

Nationwide Activities of the Partnership

In addition to the numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

Helping children read beginning with the early years. Through mentoring and tutoring programs, partners strengthen children's reading skills beginning with the preschool years. Participating children read and write with partners who share a love of reading with them.

Supporting drug and violence prevention and after-school education. Partners promote safety and drug prevention during and after school through mentoring and tutoring programs that strengthen academic success.

Providing access to educational technology. Partners support learning enrichment activities through programs that provide teachers, parents and children with access to educational technology.

Strengthening the school-home connection. Partner organizations work with postsecondary institutions and local schools to develop teacher preparation and professional development opportunities in family involvement. School accountability is emphasized and families are prepared to collaborate with school administrators and teachers.

To join and for more information call 1-800-USA-LEARN or visit the Web site at http://pfie.ed.gov

PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

Partner Registration

This form is also available at http://pfie.ed.gov where you can complete and submit it online.
If you do not have Internet access, mail the form to Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173, or fax to 202-205-9133.

(Note: The information you provide is subject to the Freedom of Information Act, and would be made available upon request.)

Name of organization:

Address (line 1):

Address (line 2):

City: State: Zip:

Telephone: Fax:

URL of organization's education page: http://www.

Head of organization:

Contact name: Contact e-mail:

Is your organization a(n)? (Check one)

- ☐ Family-School Partner
- ☐ Community Organization
- ☐ Employer for Learning
- ☐ Religious Group

Does your organization do any of these activities? (Check all that apply) Do you . . .

- ☐ Sponsor after-school, weekend or summer programs for children
- ☐ Co-sponsor community outreach activities with schools
- ☐ Provide literacy training
- ☐ Provide parenting skills training
- ☐ Other (Describe briefly)
- ☐ Sponsor mentoring or tutoring programs
- ☐ Combat alcohol, drugs, and violence in schools and neighborhoods

Check three major reasons your organization is joining the Partnership for Family Involvement in Education.

- ☐ Show commitment to education
- ☐ Learn new and better ways to promote learning
- ☐ Receive publications and support services
- ☐ Receive information, ideas and support from other local PFIE members
- ☐ Other (Describe briefly)
- ☐ Network with other partners
- ☐ Learn about federal programs and grant money
- ☐ Gain recognition for your organization

In which family involvement in education information and activities are you most interested? (Check all that apply)

- ☐ Information on good practices or programs that work
- ☐ A "Start Up Guide" for coordinating with local partners
- ☐ Other (Describe briefly)
- ☐ Regional or national conferences of PFIE partners and opportunities to network
- ☐ Tools for self-evaluation of partnership success

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